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ABSTRACT

In the mid-1990s, the Ontario Government decided to enhance the accountability of the Colleges of Applied Arts and Technology by measuring and rewarding their performance in meeting specific goals and outcomes. The KPI (Key Performance Indicators) Satisfaction Survey is a tool developed by the Ministry of Training Colleges and Universities in conjunction with the colleges to measure college performance. The information collected from students, graduates, and employers is used by the colleges to identify their strengths, to demonstrate their achievements, and to improve programs and services. This report presents the results of the Winter 2002 Student Satisfaction Survey for Sheridan College. It identifies the College's strengths and areas for improvement, as well as the drivers of satisfaction. The student population for the report period was 9,791. A total of 6,639 of those students returned surveys, for a response rate of 68%. This document constitutes phase one of the report. Highlights of the findings include: (1) only 2 of the 45 satisfaction questions had the same or higher rating than the corresponding Provincial averages; and (2) 2 of the 12 questions in the Teaching/Courses section had satisfaction ratings of 75% or more, while 6 of these questions had 15% or more dissatisfaction ratings. (Contains over 25 tables and figures.) (NB)

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ED 474 338

Ontario Colleges of Applied Arts & Technology

Sheridan College

Winter 2002

KPI

Student Executive Summary Report

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Institutional Analysis

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Introduction to the KPI Project

In the mid 1990s, the Ontario Government decided to enhance the accountability of Colleges of Applied Arts & Technology by measuring and rewarding their performance in meeting specific goals and outcomes. The Ministry of Training Colleges and Universities identified these goals and outcomes. The KPI Satisfaction Survey is a tool developed by the Ministry of Training Colleges and Universities in conjunction with the colleges to measure college performance. The government and colleges worked together to identify and define the following five key performance indicators (KPI):

- graduate employment
- graduate satisfaction
- employer satisfaction
- student satisfaction
- graduation rate

The project was launched in 1997, when graduate and employer data was collected over the Fall of '97 and the Winter of '98. KPI student satisfaction data collection began in 1998. The current survey data, which constitutes the KPI project's fourth survey period, was collected from graduates of Summer 2000, Fall 2000 and Winter 2001.

Graduate employment, graduate satisfaction and employer satisfaction data are collected through telephone surveys. These three KPI are used to determine the distribution of a portion of government transfer payments amongst Ontario's colleges. In 2000-01, colleges received $14 million in performance-based funding. The government also uses this information to produce its annual Employment Profile of college graduates.

The KPI Student Satisfaction Survey is a paper-based survey distributed to all students in Ontario's Colleges of Applied Arts & Technology. Student graduation rates are calculated by the colleges. These two KPI are not linked to funding at this time.

The information collected from students, graduates and employers is used by the colleges to identify their strengths, demonstrate their achievements and to improve their programs and services.

Introduction to Sheridan College Student Executive Summary Report

This report is an analysis of the KPI results at Sheridan College. It identifies the Colleges strengths and areas for improvement. It determines the drivers of Satisfaction at the College and the Top and Bottom programs. Trends have also been examined for the Student Satisfaction Survey as well as a brief analysis at the division level.

The student population for the Winter 2002 period was 9,791. A return rate of 68% was achieved with 6,639 surveys. In the worst case scenario, the College level results in this report are accurate to within +/-1% at the 95% confidence level.

At the end of this report there are extensive Appendices which contain easy-to-read tables and charts for each section in this report.

Please be aware that this is phase one, and there will be a second phase that will include analysis of 5 programs at the College level, strengths and areas for improvement at the campus level, trends at the campus level and program analysis at the campus level.

Summary of the Student Satisfaction Survey

College Strengths & Areas for Improvement

In general, the College is performing below the Provincial average in terms of student satisfaction. Only two of the 45 satisfaction questions had the same or higher rating at the College than the corresponding Provincial averages. These are 'Develops your computer skills', which was 6% higher, and 'Cafeteria/Food Services', which was rated the same.

The rest of the questions were rated up to 19% lower at the College than at the Province. The questions where the College performance is 10% or more below the Provincial satisfaction average were:

- 'Library/Resource Centre' (19% below at 43%)
- 'Registration/Records Services' (15% below at 39%)
- 'Recreation/Athletics' (12% below at 50%)
- 'Develops your writing skills' (12% below at 43%)
- 'Helpfulness of teachers outside of class' (11% below at 52%)
- 'Has teachers who help you to understand your chosen career' (10% below at 61%)
- 'Develops your ability to solve problems using math techniques' (10% below at 51%)
- 'Course materials' (10% below at 48%)
- 'Feedback about your progress' (10% below at 43%)
- 'Financial Aid Services' (10% below at 48%)

Learning Experiences

Four questions in the learning experiences section had ratings of 75% or more at the College. These are 'Provides skills & abilities specific to your chosen career', 'Includes topics relevant to your future success', 'OVERALL knowledge and skills useful in future career' and 'Develops your ability to work with others'. Only one of the 12 questions had 15% or more student dissatisfaction. This was 'Develops your writing skills'.

Teaching/Courses

Two questions in the Teaching/Courses section had ratings of 75% or more at the College. These were 'Teachers are up-to-date/current in their fields' and 'Teachers' knowledge of their subjects'. These two questions had satisfaction rates of 78% and 77% respectively. Six of the 12 questions had 15% or more student dissatisfaction. These were 'Feedback about your progress', 'Course materials', 'Field placement, clinical experiences & co-op work terms', 'Helpfulness of teachers outside of class', 'Lab/shop facilities & equipment' and 'Teachers' presentation of the subject material'.

Summary of the Student Satisfaction Survey

Facilities/Resources

Two questions in the Facilities/Resources section had ratings of 60% or more at the College. These were 'Open Access to Computer labs/Resources' and 'OVERALL quality of facilities/resources in the college'. Six questions had 15% or more student dissatisfaction. These were 'Bookstore', 'Space for individual/group study', 'Library/Resource Centre', 'Recreation/athletics', 'Open Access Computer labs/Resources' and 'Comfort/Cleanliness/ Accessibility of college facilities'.

Services

Two questions in the Services section had ratings of 60% or more at the College. These were 'Health Services' and 'Special Needs/Disability Services'. Five questions had 15% or more student dissatisfaction. These were 'Registration/Records Services', 'Financial Aid Services', 'Cafeteria/Food Services', 'Co-op/Field placement Services' and 'Safety & Security Services'.

Student Drivers of Satisfaction

Drivers of satisfaction have been identified for each of the Capstone questions in the survey and are listed below by the corresponding Capstone question. Improvement in these factors would have a positive impact of College KPI and overall satisfaction ratings.

Drivers of Capstone Question 14

The top 3 drivers of the Capstone question 'Overall, your program is giving you knowledge and skills that will be useful in your future career' were determined by correlational analysis and were identified as follows:

1. 'Provides you with skills/abilities specific to your chosen career'
2. 'Includes topics relevant to your future success'
3. 'Provides you with experience that will be useful to your future life outside of work'

Drivers of Capstone Question 26

The top 6 drivers of the Capstone question 'The OVERALL quality of learning experiences in this program' were determined by correlational analysis and were identified as follows:

1. 'Quality of classroom learning'
2. 'Teachers' presentation of the subject material'
3. 'Teachers' knowledge of their subjects'
4. 'Quality of lab/shop learning'
5. 'Teachers are up-to-date/current in their fields'
6. 'Quality of other learning experiences'

Summary of the Student Satisfaction Survey

It should be kept in mind, when looking at this section, that sometimes the response rates are low and therefore we are only dealing with the segment of the student population who use the facility/resource or service at the College.

Drivers of Capstone Question 44

The top 9 drivers of the Capstone question 'The OVERALL quality of facilities/resources in the college' were determined by correlational analysis and were identified as follows:

1. 'Comfort/Cleanliness/Accessibility of facilities'
2. 'Cafeteria/Food services'
3. 'Safety & Security services'
4. 'Space for individual/group study'
5. 'Library/Resource Centre'
6. 'Recreation/Athletics'
7. 'Employment/Placement/Career Services'
8. 'Open Access Computer Labs/Resources'
9. 'Bookstore'

Drivers of Capstone Question 45

The top 11 drivers of the Capstone question 'The OVERALL quality of services in the college' were determined by correlational analysis and were identified as follows:

1. 'Comfort/Cleanliness/Accessibility of facilities'
2. 'Safety & Security Services'
3. 'Cafeteria/Food Services'
4. 'Employment/Placement/Career Services'
5. 'Registration/Records Services'
6. 'Financial Aid Services'
7. 'Space for individual/group study'
8. 'Co-op/Field Placement Services'
9. 'Bookstore'
10. 'Library/Resource Centre'
11. 'Counselling/Native Counselling/Advising Services'

Summary of the Student Satisfaction Survey

College's Top & Bottom Programs

The College's Top Programs are listed below along with their KPI rating from the 4 survey years combined (1999-2002) and their KPI rating for the current survey period (2002).

PROGRAM	KPI (1999-2002)	KPI (2002)
6124 Comp Anim – Digital Anim	96%	96%
1198 Montessori EC Teacher Ed	96%	94%
1340 Esthetician	92%	89%
1571 Human Services Administration DE	87%	100%
1197 Early Childhood Education DE	86%	91%
6705 Advanced Television & Film	85%	90%
4090 Crafts & Design – Ceramics	85%	83%
6125 Comp Anim – Digital Vis Effects	83%	84%
1691 Correctional Worker	83%	85%
1500 Educational Assistant	80%	83%
5100 Mechanical Engineering Technology	78%	82%
5821 Chemical Engineering Technology Env Co-op	78%	80%

The College's Bottom Programs are listed below along with their KPI rating from the 4 survey years combined (1999-2002) and their KPI rating for the current survey period (2002).

PROGRAM	KPI (1999-2002)	KPI (2002)
2011 International Business Co-op	60%	50%
6010 Animation – Classical	59%	58%
2830 Business Admin – Marketing	58%	55%
6131 Bachelor of Design Hon Deg	57%	57%
5112 Electromechanical Eng Technology Co-op	56%	54%
5500 Mechanical Eng Techy Des Dr	56%	55%
2150 Business – General	53%	45%
1152 Social Service Worker – Gerontology DE	51%	38%
2019 Corporate Communications Co-op	47%	49%
2016 Marketing Management Co-op	46%	47%

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Summary of the Student Satisfaction Survey

College Trends

In general, there have been decreases in satisfaction in all the sections of the survey since last year. For the most part, it has been made up in increases in the Neither satisfied nor dissatisfied' category. The increases in satisfaction are mostly in areas that relate to computers, such as 'Develops your computer skills' and 'Open Access to Computer Labs/Resources' as well as those that relate to services for students with 'special needs' or those with 'disabilities'. It should be noted that 90% of the students stated that the services for students with 'special needs' or those with 'disabilities' was not applicable to them.

Five questions had a 5% difference or more since last year in the learning experiences section of the survey. These were:

- 'Has teachers who help you to understand your chosen career' (down 5% 'Satisfied'),
- 'Develops your ability to solve problems using math techniques' (down 6% 'Satisfied')
- 'Develops your ability to solve problems' (down 5% 'Satisfied')
- 'Provides you with experience that will be useful to your future life outside of work' (down 6% 'Satisfied')
- 'OVERALL, your program is giving you knowledge and skills that will be useful in your future career' (down 6% 'Satisfied').

Six questions had a 5% difference or more since last year in the Teaching/Courses section of the survey. These were:

- 'Teachers' presentation of the subject material' (down 6% 'Satisfied')
- 'Quality of classroom learning' (down 5% 'Satisfied')
- 'Quality of lab/shop learning' (down 5% 'Satisfied')
- 'Quality of other learning experiences' (down 5% 'Satisfied')
- 'Field placement, clinical experiences and co-op work terms' (down 7% 'Satisfied')
- 'Course materials' (down 5% 'Satisfied').

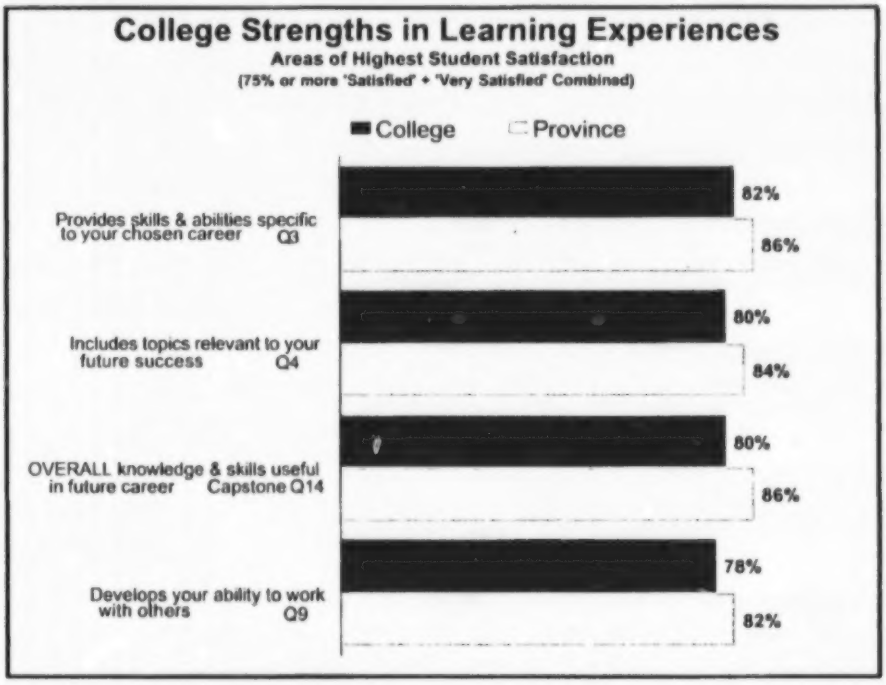
Five questions had a 5% difference or more since last year in the Facilities/Resources and Services section of the survey. These were:

- 'Library/Resource Centre' (up 5% 'Neither satisfied nor dissatisfied')
- 'Open Access to Computer Labs/Resources' (down 5% 'Dissatisfied')
- 'Space for individual/group study' (down 6% 'Satisfied')
- 'Registration/Records Services' (down 6% 'Satisfied')
- 'Employment/Career Services' (down 5% 'Satisfied').

College Strengths & Areas for Improvement

COLLEGE STRENGTHS In Learning Experiences

Four out of the 12 questions in Section B of the survey were rated satisfactory by 75% or more of the College's students. The chart below presents a comparison of the College's ratings and the Provincial ratings for these four questions. These four questions are considered areas of strength in learning experiences at the College. See Appendix 1, Table 1 for more details.



Although these 4 areas are considered College strengths, they are all below the corresponding Provincial ratings. College dissatisfaction rates for these 4 questions were all 5% and were only 1% higher than the corresponding Provincial dissatisfaction rates.

The fact that 'Provides skills/abilities specific to chosen career' and 'Includes topics relevant to future success' are both considered strengths of the College is good news, since these two factors were both considered *'Very Strong'* drivers of Capstone Question 14. This means that if a student was 'Satisfied' in these two questions, there was a 90% to 91% chance that that he/she would give a 'Satisfied' rating in the Capstone question. See Appendix 5, Table 1, for details.

Since 80% of the students were 'Satisfied' with the Capstone question 'OVERALL knowledge and skills useful in future career', it was considered a strength of the College. This is a strong point as this high rating directly affects the overall KPI Satisfaction rate. However, Sheridan College's rating was 6% below the Provincial rating and therefore may be in some need of improvement.

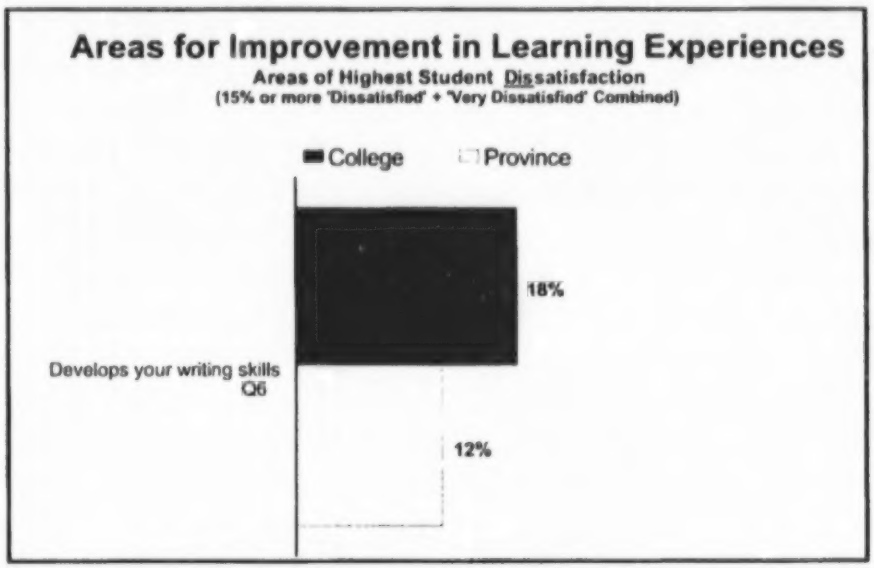
College Strengths & Areas for Improvement

These four factors were considered strengths at Sheridan College in the last survey period as well.

Although it does not appear on the chart on the preceding page, it should be noted that Sheridan College's satisfaction rating for 'Develops your computer skills' was 6% higher than at the Provincial level. Moreover, the dissatisfaction for this factor at the College was slightly lower than the Provincial dissatisfaction rating (by 1%).

AREAS FOR IMPROVEMENT In Learning Experiences

Only one of the 12 questions in the learning experiences section of the survey had 15% or more student dissatisfaction at the College. The chart below presents a comparison of the College's rating and the Provincial rating for this question. See Appendix 1, Table 2, for more details.



In the area of learning experiences, the College was performing below the Provincial average in all the 12 questions in terms of satisfaction, except for 'Develops your computer skills'. All of the 12 questions in this section had higher dissatisfaction ratings than the Province except for 'Develops your computer skills' which was slightly below average and 'Develops your ability to solve problems', which was rated the same.

The dissatisfaction rate for 'Develops your writing skills' was 6% above the Provincial dissatisfaction rate. The satisfaction rate for this question was also low at 43%. This was the lowest rated question in this section of the survey in terms of satisfaction and it was 12% below the Provincial satisfaction rate. Only 10% of the College's students stated that this question was not applicable to them. 'Develops your writing skills' was also considered an area for improvement in the last survey period. However, the dissatisfaction rate has increased 2% since then.

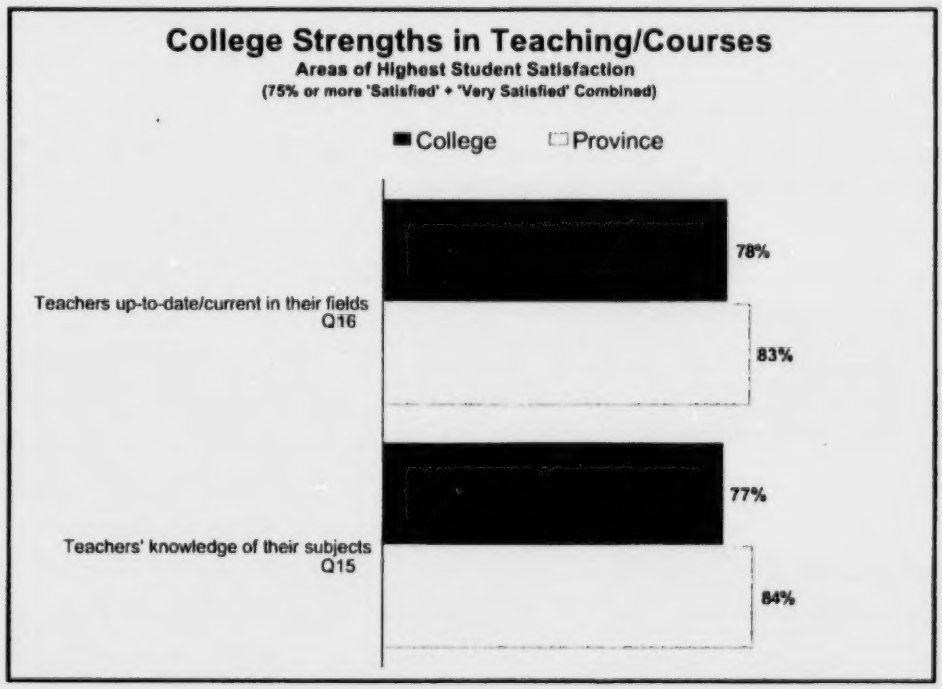
College Strengths & Areas for Improvement

Although the question 'Has teachers who help you to understand your chosen career' was not represented in the chart on the preceding page, it is in need of improvement with a low satisfaction rate (61%) and a high dissatisfaction rate (14%). The satisfaction rate for this question was 10% below the Provincial average and the dissatisfaction rate was 4% above the Province. Moreover, this question was found to have a *'Strong'* relationship with Capstone Question 14 and so improvement in this area would have a positive effect on the Capstone question.

Although the question 'Develops your ability to solve problems using math techniques' was not represented in the chart on the preceding page, it is in need of improvement. It was the second lowest rated question in this section at 51% 'Satisfied'. This satisfaction rating was 10% below the Provincial average and the dissatisfaction rating at 14% was 2% above the Provincial dissatisfaction rating. Keep in mind, however, that 27% of students stated that it was not applicable to them and it had a *'Moderate/Weak'* relationship to Capstone Question 14.

COLLEGE STRENGTHS In Teaching /Courses

Two out of the 12 questions in Section C of the survey were rated satisfactory by 75% or more of the College's students. The chart below presents a comparison of the College's ratings and the Provincial ratings for these two questions. See Appendix 2, Table 1 for more details.



College Strengths & Areas for Improvement

Though these two questions are considered areas of strength in teaching and courses, they both have lower satisfaction ratings than the Provincial ratings, as can be seen in the chart on the preceding page.

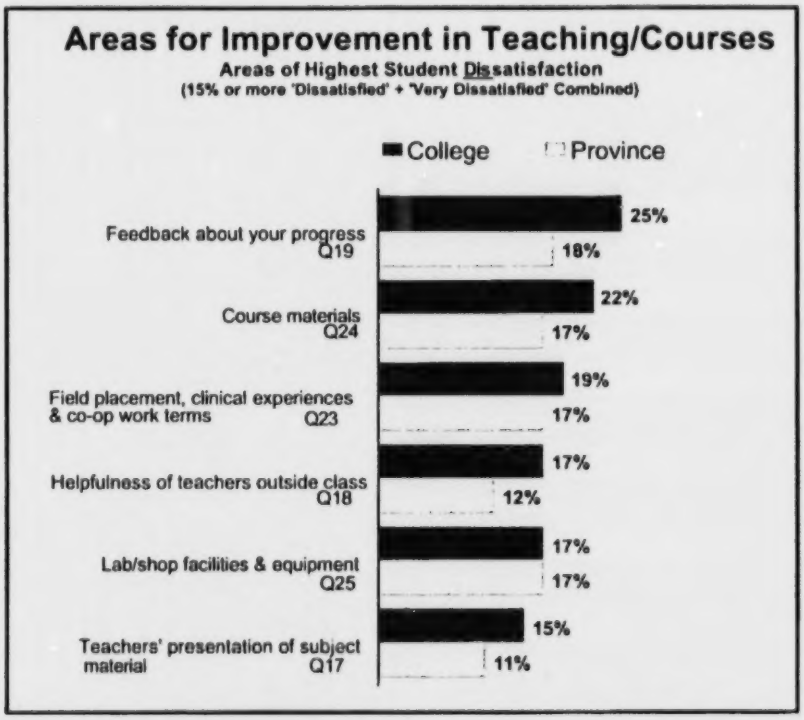
These two questions had relatively low dissatisfaction ratings (6% and 8% respectively) and were within 3% of the Province.

The fact that 'Teachers are up-to-date/current in their fields' and 'Teacher's knowledge of their subjects' are both considered strengths of the College is good news, since these two factors were both considered *'Very Strong'* drivers of the corresponding Capstone Question 26. This means that if a student was 'Satisfied' in Questions 15 or 16, there was a 82% to 83% chance that that he/she would give a 'Satisfied' rating in the Capstone question. See Appendix 5, Table 2 for details.

Both of these questions were also considered strengths at Sheridan College in the previous survey period.

AREAS FOR IMPROVEMENT In Teaching/Courses

Six of the twelve questions in the teaching and courses section of the survey had 15% or more student dissatisfaction at the College. The chart below presents a comparison of the College's ratings and the Provincial ratings for these six questions. See Appendix 2, Table 2, for more details.



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College Strengths & Areas for Improvement

In the area of teaching and courses, the College was performing below the Provincial average in all the 12 questions in terms of satisfaction (4% to 11% lower). All of the 12 questions in this section had higher dissatisfaction ratings than the Province except for 'Lab/shop facilities/equipment' and 'Quality of lab/shop learning', which were rated the same.

The satisfaction rate for the 6 questions listed in the chart ranged from 43% to 58%, with 'Feedback about your progress' receiving the lowest rating and 'Lab/Shop facilities/equipment' receiving the highest rating. These satisfaction rates were 4% to 11% below the Provincial satisfaction rates.

Two out of the 12 questions in this section had satisfaction rates that were less than 50%. Another 7 questions in this section had satisfaction rates between 50% and 59%. This means that three-quarters of the questions in this section had satisfaction rates that were below 60%. There is a definite need for improvement in teaching and courses.

The dissatisfaction rate for 'Feedback about your progress' (25%) was the highest of the factors in this section and was 7% above the Provincial dissatisfaction rate. The satisfaction rate for this question was also low at 43%. This was the lowest rated question in this section of the survey in terms of satisfaction and it was 10% below the Provincial satisfaction rate. Moreover, it was found that 'Feedback about your progress' had a *'Strong'* relationship with Capstone Question 26 so improvement in this area would have a positive effect on the Capstone question.

The dissatisfaction rate for 'Course materials' (22%) was the second highest of the questions in this section and was 5% above the Provincial dissatisfaction rate. The satisfaction rate for this question was also low at 48%. This was the second lowest rated question in this section of the survey in terms of satisfaction and it was 10% below the Provincial satisfaction rate. Moreover, it was found that 'Course materials' had a *'Strong'* relationship with Capstone Question 26 so improvement in this area would have a positive effect on the Capstone question.

The dissatisfaction rate for 'Helpfulness of teachers outside of class' (17%) was 5% above the Provincial dissatisfaction rate. The satisfaction rate for this question was also low at 52%, which was 11% below the Provincial satisfaction rate. Moreover, it was found that 'Helpfulness of teachers outside of class' had a *'Strong'* relationship with Capstone Question 26 so improvement in this area would have a positive effect on the Capstone question.

Of the 6 areas that need improvement in this section, attention should be given to 'Teachers' presentation of the subject material'. Though the dissatisfaction rate for this question was 15%, it was 4% above the Provincial dissatisfaction rate and it has increased by 2% since the last survey period. The satisfaction rate for this question was at 57%, which was 9% lower than the Provincial average. Also very important is the fact that 'Teachers' presentation of the subject material' was found to have a *'Very Strong'* relationship to Capstone Question 26 so improvement in this area would have a positive effect on the Capstone question.

College Strengths & Areas for Improvement

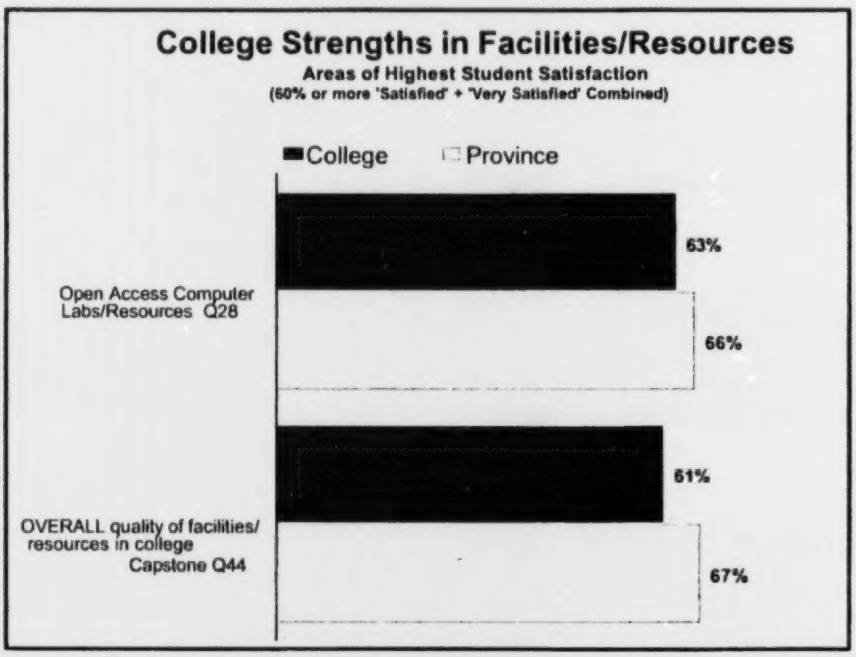
While 'Quality of classroom learning' was not included in the chart, 13% of students were 'Dissatisfied' with it, which was 2% above the Provincial dissatisfaction rate. Seven percent fewer students at the College than across the Province on average were 'Satisfied' with 'Quality of classroom learning' (59% versus 66%). This question had the strongest relationship with the Capstone Question 26 and is considered the number one driver of satisfaction in this section and therefore with improvement there would be a positive effect on the Capstone question.

In the last survey period, the Capstone question 'OVERALL quality of learning experiences' qualified as a strength of the College, but this year with 72% of the students 'Satisfied', it was not. This was 7% below the Provincial rating and was 4% lower than it was last year. Focusing on improving areas in this section would help boost the Capstone question rating and thus the overall KPI Satisfaction rate.

COLLEGE STRENGTHS In Facilities/Resources

Two out of the 7 questions in Section D that apply to facilities and resources were rated satisfactory by 60% or more of the College's students. The chart below presents a comparison of the College's ratings and the Provincial ratings for these two questions. See Appendix 3, Table 1 and Table 2, for more details.

It is important to note when reviewing this section that sometimes the response rates are low as only the segment of the student population who use the facility or resource at the College are being included.



College Strengths & Areas for Improvement

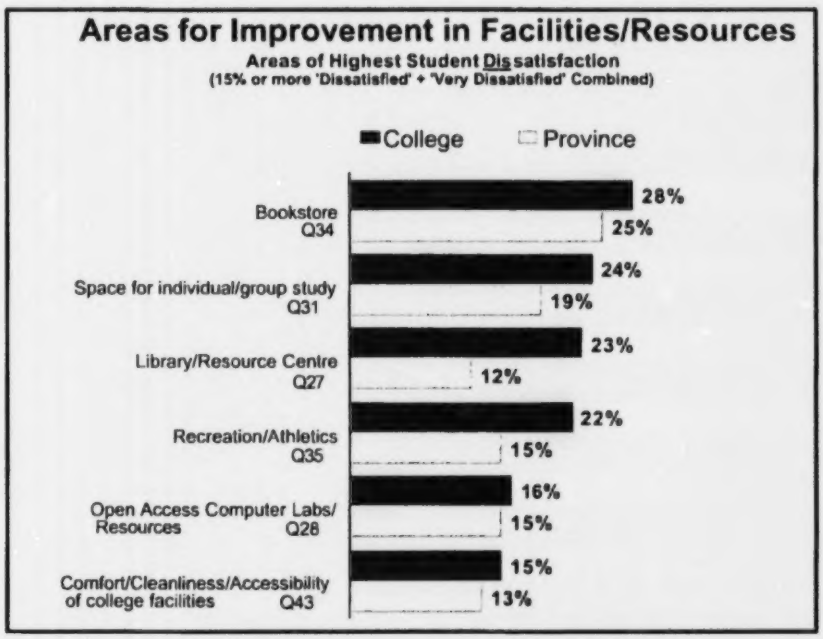
The fact that 61% of the students were 'Satisfied' with the Capstone question 'OVERALL quality of facilities/resources in the college' and thus was considered a strength, is positive as this rating directly affects the overall KPI Satisfaction rate. However, Sheridan College's rating was 6% below the Provincial rating and therefore may be in some need of improvement.

In addition, it is positive that 'Open Access Computer Labs/Resources' was considered a strength as it had a *'Strong'* relationship with Capstone Question 44. However, this factor was slightly below the Provincial average (by 3%) and had a relatively high dissatisfaction rate of 16%.

AREAS FOR IMPROVEMENT In Facilities/Resources

In the area of facilities and resources, the College performed below the Provincial average. All 7 questions in Section D, which dealt with facilities and resources, had lower satisfaction ratings than the corresponding Provincial results (from 3% to 19% lower), and all of the questions had higher dissatisfaction ratings (from 1% to 11% higher). Dissatisfaction ratings for the facilities and resources questions were greater than 10%, ranging from 11% to 28% 'Dissatisfied'.

Six of the 7 questions in the facilities and resources section of the survey had 15% or more student dissatisfaction at the College. The only question to have less than 15% was the Capstone Question 'OVERALL quality of facilities/resources in the College' (at 11% 'Dissatisfied'). The chart below presents a comparison of the College's ratings and the Provincial rating for these six questions. See Appendix 3, Table 3, for more details.



College Strengths & Areas for Improvement

'Bookstore' had the highest dissatisfaction rating and the third lowest satisfaction rating of the facilities and resources questions of the survey. Only 46% of the College's students were 'Satisfied', while 28% were 'Dissatisfied'. The satisfaction rating was 5% below the Provincial rating and the dissatisfaction rating was 3% higher than the Provincial rating. This question had a *'Strong'* relationship with both Capstone Question 44 and with Capstone Question 45. Note that the dissatisfaction rate for 'Bookstore' was down 2% since the last survey period, and thus some improvement has occurred.

Forty-five percent of the College's students were 'Satisfied' with 'Space for individual/group study', while 24% were 'Dissatisfied'. This was the second highest dissatisfaction rating among the questions that relate to facilities and resources. The College's satisfaction rating was 9% below the Provincial rating, and the dissatisfaction rating was 5% above the Province. This question had a *'Strong'* relationship to both Capstone Questions 44 and 45 therefore improvement will yield positive results to the overall KPI Satisfaction rate.

The dissatisfaction rating at the College for 'Library/Resource Centre' (23%) was 11% above the Provincial dissatisfaction rating. Student satisfaction for this question was also low at 43%. This was 19% below the Provincial satisfaction rating. Although 22% of the students said they 'Did not use' this Facility/Resource, it was found that 'Library/Resource Centre' had a *'Strong'* relationship with both Capstone Questions 44 and 45 and therefore improvements in this area would likely yield positive results to the overall KPI Satisfaction rate.

The dissatisfaction rating at the College for 'Recreation/Athletics' (22%) was 7% above the Provincial dissatisfaction rating. The satisfaction rating for this question was also low at 50%, which was 12% below the Province. This question was found to have a *'Strong'* relationship with Capstone Question 44 and therefore improvement will have a positive effect on the Capstone question. The ratings for this question were comparable to last year's results.

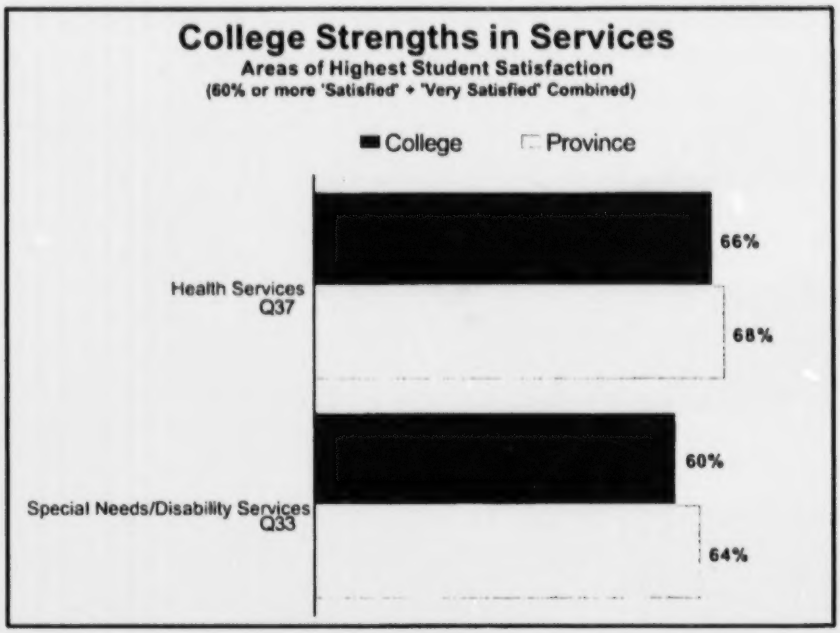
Of the 6 areas of improvement in this section, attention should be given to 'Comfort/Cleanliness/Accessibility of facilities', with a 15% dissatisfaction rating. This was 2% above the Provincial rate and has decreased by 1% since the last survey period. The satisfaction rating for this question was 59%, which was 5% lower than the Provincial rating and has decreased by 2% since the last survey period. It is important to note that this factor was the only facilities, resources and services question that had a *'Very Strong'* relationship to both Capstone Questions 44 and 45 so improvement in this area would yield a positive effect on the overall KPI Satisfaction rate.

College Strengths & Areas for Improvement

COLLEGE STRENGTHS In Services

It is important to note when reviewing this section that sometimes the response rates are low as only the segment of the student population who use the service at the College are being included.

Two out of the 7 questions in Section D that apply to services were rated satisfactory by 60% or more of the College's students. The chart below presents a comparison of the College's ratings and the Provincial ratings for these two questions. See Appendix 3, Tables1 and 4, for more details.



The satisfaction ratings at the College for these two questions were close to the Provincial averages within 4%. These two questions also had relatively low dissatisfaction rates (7% and 11% respectively).

Not only did 'Health Services' have a dissatisfaction rating less than the Province (by 1%), it also had the lowest dissatisfaction rating among all the questions in Section D that relate to facilities, resources and services at Sheridan College. 'Health Services' was also considered a strength of the College in services in the last survey period.

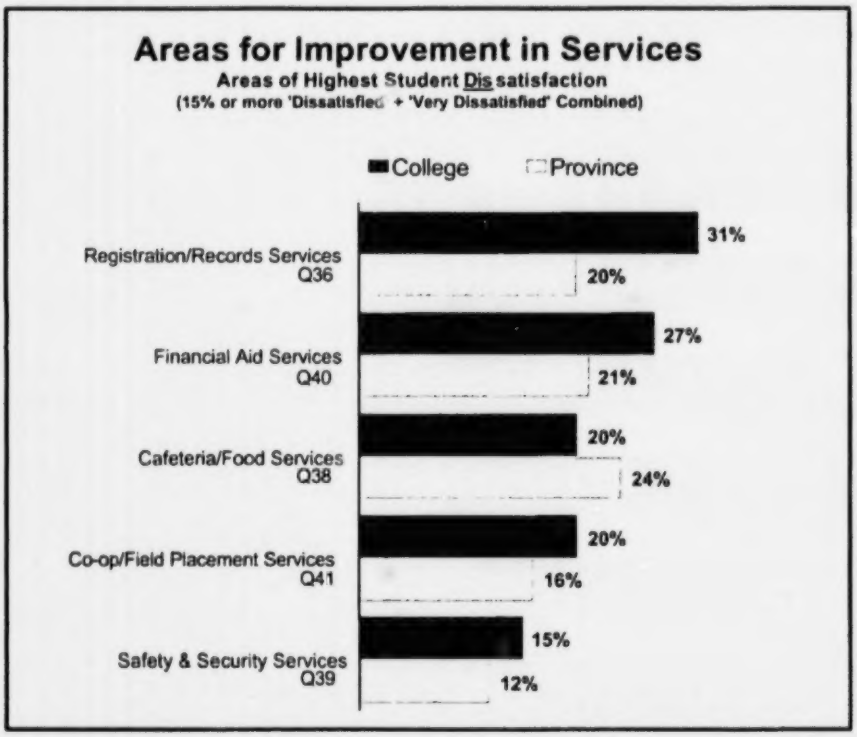
The satisfaction rating at the College for 'Special Needs/Disability Services' has increased by 2% since the last survey period.

College Strengths & Areas for Improvement

AREAS FOR IMPROVEMENT In Services

In the area of services, the College is performing below the Provincial average. All 12 questions in Section D which dealt with services had lower satisfaction ratings than the corresponding Provincial results, except for 'Cafeteria/Food Services', which rated the same. Student satisfaction was low for the services questions, ranging from 39% to 66%.

Five of the 12 questions in the services section of the survey had 15% or more student dissatisfaction at the College. The chart below presents a comparison of the College's ratings and the Provincial ratings for these five questions. See Appendix 3, Table 5, for more details.



Although 'Cafeteria/Food Services' is on the chart above, it should be noted that Sheridan College's satisfaction rating for this question was the same as the Provincial rating (at 52%) and the dissatisfaction rating for this question at the College was 4% lower than the Provincial rating (at 20%).

With 48% of students 'Satisfied' with 'Financial Aid Services', it was 10% lower than the Provincial rating of 58%. This question had the second highest dissatisfaction rating of all the services at the College (27%), which was 6% higher than the Province. This question was found to have a *'Strong'* relationship to the Capstone Question 45.

College Strengths & Areas for Improvement

'Registration/Records Services' had the lowest satisfaction rate of all the services at the College, at 39%, which was 15% below the Province. It also had the highest dissatisfaction among all the services at Sheridan College (31%), which was 11% higher than the Province. The satisfaction rating for this question has decreased by 6% since the last survey period and the dissatisfaction rating has increased by 9%. This service had a *'Strong'* relationship with Capstone Question 45 so improvement in this area would have a positive effect on the Capstone question.

Twenty percent of the College's students were 'Dissatisfied' with 'Co-op Field Placement Services', which was 4% higher than the Province. The satisfaction rating for this question, at 54%, was 9% lower than the Province. This question had a *'Strong'* relationship to the Capstone Question 45.

The dissatisfaction rating at the College for 'Safety & Security Services' (15%) was 3% higher than the Province, while the College's satisfaction rating (54%) was 5% below the Provincial rating. It was found to have *'Strong'* relationships with both Capstone Questions 44 and 45.

AREAS FOR IMPROVEMENT In Section E

Only 51% of Sheridan College's students were 'Satisfied' with 'The concern of people at this College for your success', which was 9% lower than the Provincial rating. Fifteen percent of the College's students were 'Dissatisfied' with this question, which was 2% above the Provincial rating. It was found that there were *'Strong'* relationships between this question and three of the four Capstone questions. There was also a *'Very Strong'* relationship between 'The concern of people at this college for your success' and Capstone Question 26.

The College rating for 'Your overall College experience' was 68%, which was 4% below the Provincial rating and the College's dissatisfaction rating of 9% was only 1% above the Provincial rating. This question had *'Very Strong'* relationships to all of the four Capstone questions.

Student Drivers of Satisfaction

What are Drivers of Satisfaction?

"Drivers of satisfaction" are certain aspects of students' learning experiences, satisfaction with teachers, courses, facilities and resources that most strongly influence students' satisfaction ratings in the KPI.

In order to establish these drivers of satisfaction, correlational analysis was conducted to determine which factors were most highly related to the Capstone questions. The stronger the relationship between the Capstone and the factors examined, the more strongly these factors appear to drive student satisfaction ratings. [It should be noted that correlations do not prove that one factor *causes* another factor, but rather establishes that the two factors are related. An experiment would be required to determine a causal relationship.]

General

This year the 2002 student satisfaction data was analyzed and compared with the conclusions of last year's analysis. Last year the 2001 was used. Only KPI eligible students were used in the analysis, as relationships to the Capstone questions were the focus.

Detailed results of the correlational analysis are presented in Appendix 5 in easy-to-read tables.

The factors that were examined to determine the drivers of student satisfaction included questions listed in each section relating to a specific Capstone question. For example, to find out the drivers of Capstone Question 14 "Overall, your program is giving you knowledge and skills that will be useful in your future career", correlational analysis was conducted to find out how strong the relationships were between this Capstone and the 11 questions in Section B relating to a student's learning experiences.

Demographic factors were also looked at to see the differences in satisfaction.

It was interesting to note that relationships were consistently seen throughout the survey in Sections B, C and D, where students who said a particular factor regarding learning experiences or teaching/courses was 'Important' gave consistently higher ratings than students who said the factor or service was 'Not Important'. Similarly, students gave higher ratings for services and facilities/resources that were rated 'High use' as opposed to those that were rated 'Low use'.

Student Drivers of Satisfaction

It is worthy of note that if a student indicated that he/she was 'Satisfied' in one question within a section of the survey (B, C, or D) then there was a 69% to 92% chance that he/she was also 'Satisfied' in the corresponding Capstone question. The relationships were not as strong as they could be due to the fact that it is a much less certain matter as to whether a student will be 'Satisfied' with a Capstone if he/she was 'Dissatisfied' in any one sub-factor or related question. In other words, a student may be 'Dissatisfied' in any one sub-factor and there is still a reasonable chance he/she will be 'Satisfied' overall (i.e. with the corresponding Capstone).

Student Drivers of Satisfaction

Drivers of Capstone Question 14[1] (Section B)

The top drivers of the Capstone question relating to learning experiences are listed below in order of the strength of relationship between the Capstone and the driver. The stronger the relationship between these drivers and the Capstone question, the more they affect the KPI Satisfaction rate.

Top Drivers of Capstone Question 14

"OVERALL, your program is giving you knowledge and skills that will be useful in your future career"

1. 'Provides you with skills/abilities specific to your chosen career'
2. 'Includes topics relevant to your future success'
3. 'Provides you with experience that will be useful to your future life outside of work'

All of the top drivers above are *'Very Strongly'* related to Capstone Question 14. It is interesting to note that all of the top drivers are related to a student's future and their career as opposed to the other factors listed in Section B which are more specific skills or abilities that were learned in their programs.

When students are 'Satisfied' with any of these top drivers there is a 90% to 92% chance that they will also be 'Satisfied' in Capstone Question 14.

There were three questions in Section B that had *'Strong'* relationships with Capstone Question 14. These were 'Has teachers who help you to understand your chosen career', 'Provides opportunities to further education after graduation' and 'Develops your ability to solve problems'.

The 5 other questions listed in Section B, all had *'Moderate/Weak'* relationships with Capstone 14. For a detailed listing of these drivers and all of the other factors and their relationships see Appendix 5, Table 1.

The analysis in 2002 yielded conclusions that are consistent to conclusions derived from the analysis conducted last year.

[1] Q14 "OVERALL, your program is giving you knowledge and skills that will be useful in your future career."

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Student Drivers of Satisfaction

Drivers of Capstone Question 26[2] (Section C)

The top drivers of the Capstone question relating to courses and teachers are listed below in order of the strength of relationship between the Capstone and the driver. The stronger the relationship between these drivers and the Capstone question, the more they affect the KPI Satisfaction rate.

Top Drivers of Capstone Question 26

"The OVERALL quality of the learning experiences in this program."

1. 'Quality of classroom learning'
2. 'Teachers' presentation of the subject material'
3. 'Teachers' knowledge of their subjects'
4. 'Quality of lab/shop learning'
5. 'Teachers are up-to-date/current in their fields'
6. 'Quality of other learning experiences'

All of the top drivers above are *'Very Strongly'* related to Capstone Question 26. It can be seen from this that students consider quality of learning both in the classroom and lab or shop to be very important as well as their teachers' presentation and up-to-date knowledge in their fields.

The remainder of the factors in Section C all have *'Strong'* relationships to Capstone Question 26. For a detailed listing of these drivers and their relationships see Appendix 5, Table 2.

Another factor of importance in relation to the KPI is the concern of people at the college for the success of the student. There was a *'Very Strong'* relationship between Staff concern and Capstone Question 26.

For this current survey period, 'Quality of other learning experiences' was a *'Very Strong'* driver of Capstone Question 26, whereas in the last survey period it was a *'Strong'* driver of Capstone Question 26. Other than this change, the other top 5 drivers are the same as the top 5 drivers from the last survey period.

[2] Q26 "The OVERALL quality of the learning experiences in this program."

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Student Drivers of Satisfaction

Drivers of Capstone Question 44[3] (Section D)

The top drivers of the Capstone question relating to facilities and resources are listed below in order of the strength of relationship between the Capstone and the driver. The stronger the relationship between these drivers and the Capstone question, the more they affect the KPI Satisfaction rate. It should be kept in mind, when looking at this section, that sometimes the response rates are low and therefore we are only dealing with the segment of the student population who use the facility/resource or service at the College.

Top Drivers of Capstone Question 44

"The OVERALL quality of facilities/resources in the college."

1. 'Comfort/Cleanliness/Accessibility of facilities'
2. 'Cafeteria/Food services'
3. 'Safety & Security Services'
4. 'Space for individual/group study'
5. 'Library/Resource Centre'
6. 'Recreation/Athletics'
7. 'Employment/Placement/Career Services'
8. 'Open Access Computer Labs/Resources'
9. 'Bookstore'

The number one driver, 'Comfort/Cleanliness/Accessibility of facilities' had the only *'Very Strong'* relationship with Capstone Question 44. This is consistent with the last year's results.

The other 8 drivers had *'Strong'* relationships with Capstone Question 44. The rest of the questions in Section D had *'Moderate/Weak'* relationships with the Capstone question. For a complete listing of these factors and their relationships see Appendix 5, Table 3.

Although some of the ranking has changed with particular factors, the general analysis in 2002 yielded conclusions that are consistent to conclusions derived from the analysis conducted last year. That is, the same factors were considered *'Strong'* drivers of satisfaction last year as well as this one. The one exception was 'Bookstore', which had a *'Moderate/Weak'* relationship with the Capstone question last year. On the other hand, 'Registration/Records/Services', which had a *'Strong'* relationship with the Capstone question last year, had a *'Moderate/Weak'* one this year.

[3] Q44 "The OVERALL quality of facilities/resources in the college."

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Student Drivers of Satisfaction

There has been some shifting of positions over the survey periods among the factors in Section D in their relationships with Capstone Question 44. However, the same factor has always remained at the top with a considerably stronger relationship than the rest of the factors - 'Comfort/Cleanliness/Accessibility of facilities'.

Drivers of Capstone Question 45[4] (Section D)

The top drivers of the Capstone question relating to services are listed below in order of the strength of relationship between the Capstone and the driver. The factors considered were all of those listed in Section D. The stronger the relationship between these drivers and the Capstone question, the more they affect the KPI Satisfaction rate. It should be kept in mind, when looking at this section, that sometimes the response rates are low and therefore we are only dealing with the segment of the student population who use the facility/resource or service at the College.

Top Drivers of Capstone Question 45
"The OVERALL quality of services in the college."

1. 'Comfort/Cleanliness/Accessibility of facilities'
2. 'Safety & Security Services'
3. 'Cafeteria/Food Services'
4. 'Employment/Placement/Career Services'
5. 'Registration/Records Services'
6. 'Financial Aid Services'
7. 'Space for individual/group study'
8. 'Co-op/Field Placement Services'
9. 'Bookstore'
10. 'Library/Resource Centre'
11. 'Counselling/Native Counselling/Advising Services'

Again, 'Comfort/Cleanliness/Accessibility of facilities' was the only factor that had a *'Very Strong'* relationship to Capstone Question 45. This is consistent with last year's results.

[4] Q45 "The OVERALL quality of services in the college."

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Student Drivers of Satisfaction

The other 10 drivers listed above have *'Strong'* relationships with Capstone Question 45. For a complete listing of these and the other factors in Section D, see Appendix 5, Table 4.

Although the number one driver was the same this year as last year, there was a shuffle in ranking of the other factors. All of the other 10 drivers still had *'Strong'* relationships with Capstone Question 45 last year, except for 'Open Access Computer Labs/Resources'. Last year, this factor had a *'Strong'* relationship with the Capstone question, but this year it was a *'Moderate/Weak'* relationship. Alternately, 'Counselling/Native Counselling/ Advising Services' had a *'Moderate/Weak'* relationship last year, but had a *'Strong'* relationship this year with the Capstone question.

There has been a lot of shifting of positions over the survey periods among the factors in Section D in their relationships with Capstone Question 45. However, the same factor has always remained at the top - 'Comfort/Cleanliness/Accessibility of facilities'.

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Student Drivers of Satisfaction

Drivers of Question 46[5] (Section E)

Another factor of importance in relation to the KPI is the concern of people at the college for the success of the student. As a result analysis was done to find out which factors drive the satisfaction with "The concern of people at this college for your success".

There was 1 question on the survey that had a *'Very Strong'* relationship with 'The concern of people at this college for your success'. It was:

- 'The OVERALL quality of learning experiences in this program' (Capstone)

There were an additional 11 questions on the survey had *'Strong'* relationships with 'The concern of people at this college for your success'. These included:

- 'Has teachers who help you to understand your chosen career'
- 'Quality of classroom learning'
- 'Feedback about your progress'
- 'The OVERALL quality of the facilities/resources in the college' (Capstone)
- 'Teachers' presentation of the subject material'
- 'Helpfulness of teachers outside of class'
- 'OVERALL, your program is giving you knowledge and skills that will be useful in your future career' (Capstone)
- 'Employment/Placement/Career Services'
- 'Quality of other learning experiences'
- 'Co-op/Field placement Services'
- 'Teachers' knowledge of their subjects'

This does not mean that outcomes for the other factors are not important, but simply that should the college wish to improve their ratings in this area, then the factors most strongly related should be the priority.

[5] Q46 "The concern of people at this college for your success."

Student Drivers of Satisfaction

Drivers of Question 47[6] (Section E)

Question 47 is a good measure of student satisfaction as it is an overall question measuring a student's 'Overall college experience'.

There were 5 factors which had *'Very Strong'* relationships to this question. Not surprisingly the 4 Capstone questions are among them:

- 'The OVERALL quality of the learning experiences in this program' (Capstone)
- 'The OVERALL quality of the services in the college.' (Capstone)
- 'OVERALL, your program is giving you knowledge and skills that will be useful in your future career.' (Capstone)
- 'The OVERALL quality of the facilities/resources in the college.' (Capstone)
- 'Quality of classroom learning'

There were an additional 11 questions on the survey had *'Strong'* relationships with their 'overall college experience'. These included:

- 'Provides you with skills and abilities specific to your chosen career'
- 'Has teachers who help you to understand your chosen career'
- 'Teachers' presentation of the subject material.'
- 'Includes topics relevant to your future success'
- 'Quality of other learning experiences'
- 'Quality of lab/shop learning.'
- 'Teachers' knowledge of their subjects'
- 'Provides you with experience that will be useful to your future life outside of work'
- 'Teachers are up-to-date/current in their fields'
- 'Course materials'
- 'Comfort/Cleanliness/Accessibility of college facilities'
- 'Co-op/Field placement Services'

Again, this does not mean that outcomes for the other factors are not important, but simply that should the college wish to improve their ratings in this area, then the factors most strongly related should be the priority.

[6] Q47 "Your overall college experience"

Student Drivers of Satisfaction

How Demographic Factors Affect Satisfaction

The demographic relationships to the Capstone questions would be termed *'Moderate/Weak'* compared to the relationships of sub-questions with Capstone questions.

At the College level females are 6% to 8% more likely than males to indicate that they are 'Satisfied' in the learning experiences and teaching/courses Capstone questions.

The only two age groups with significant numbers in them for analysis were the 'Less than 21' and the '21-25' age groups. The 'Less than 21' age group rated three Capstone questions (26, 44 & 45) 2% to 8% higher 'Satisfied' than the '21-25' age group.

Students whose main reason for enrolling in their program was 'To prepare for employment/career' rated 1% to 7% higher than those whose main reason was 'To prepare for further college or university study' in the learning experiences and teaching/courses Capstone questions.

Student Drivers of Satisfaction

KPI and Capstone Questions by Semester

The student Capstone questions were analyzed by semester. There were significant numbers of students in semesters 2 and 4, and fewer in other semesters. The semester data was clustered in three categories as follows: (a) semester 2, (b) semesters 3 and 4 and (c) semesters 5 and above.

Strong relationships did not exist, but a consistent pattern was noticeable at the College level where a higher proportion of students in Year 1, semester 2, were 'Satisfied' than were the students in Year 2. The students in Year 3 were the least 'Satisfied'. This means that as students progress through their Program, a smaller proportion of them are 'Satisfied' with the life skills and job skills and abilities that the Program is providing them.

The pattern of a smaller proportion of students in later semesters being 'Satisfied' than in earlier semesters was evident, especially in Capstone questions 44 and 45. The table below displays the College level results of this analysis.

Semester	KPI Satisfaction	Q14[7]	Q26[8]	Q44[9]	Q45[10]	Responses
Semester 2	71%	81%	74%	65%	62%	3,188
Semesters 3 and 4	66%	80%	70%	57%	57%	1,887
Semester 5 and above	64%	80%	71%	53%	52%	967

The table in Appendix 14 is an analysis of the semester differences for the KPI and the Capstone questions for the Programs at Sheridan College.

The following programs had a pattern of showing larger proportion of students that were 'Satisfied' in their earlier semesters compared to students in their subsequent semesters. The programs that were included in this analysis here were those with at least 10 responses per semester cluster and which showed a 20% or more difference in satisfaction between semester clusters.

- Community Outreach & Develop (1001)
- Security System Implementation & Design (1005)
- General Arts & Science (13A0)
- Business – Marketing (2170)
- Journalism – Print (2741)
- Advertising (2835)

[7] CQ14: "OVERALL, your program is giving you knowledge and skills that will be useful in your future career."
[8] CQ26: "The OVERALL quality of the learning experiences in this program"
[9] CQ44: "The OVERALL quality of the facilities/resources in the college."
[10] CQ45: "The OVERALL quality of the services in the college."

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Student Drivers of Satisfaction

- Crafts & Design – Furniture (4210)
- Electromechanical Eng Technology (5012)
- Mechanical Engineering Technology (5100)
- Architectural Technology co-op (5200)
- Mechanical Engineering Technology Des Dr Co-op (5550)
- Business – Finance (A060)
- Business Admin – Human Resources (A120)
- Computer Science Technology (E130)

However, there were also some programs that showed the opposite pattern where a larger proportion of students 'Satisfied' in their third and/or subsequent semesters compared to students in their earlier semester.

- Sports Injury Management (1911)
- Tourism & Travel (2840)
- Cosmetic Techniques & Mgmt (2843)
- Electronics Engineering Technology (5120)
- Electronics Engineering Technician (5170)
- Telecommunications Technology Co-op (5361)
- Chemical Engineering Technology (5460)
- Mechanical Engineering Technology Des Dr (5500)
- Chemical Engineering Technology Co-op (5750)
- GAS – Interdisciplinary Arts (6180)
- Illustration – Tech & Science (6191)
- Media Arts (6700)

Program Analysis

General

The following analysis goes beyond the overall college results to the results of specific programs. Here it becomes evident that there was a very significant spread in the satisfaction and characteristics of one program to another. Top and bottom programs were selected based on the results in order to understand the characteristics of a highly rated program and to identify programs that may require a more in-depth examination.

In order to rank the programs, satisfaction results have been used from the last 4 survey periods (from 1999 to 2002). This gives more weight to the selection process.

In Appendix 12, Table 1, you will find a table that displays the Top Programs with their ratings for KPI as well as the Capstone questions[11] for the 4 survey years combined. Top 10 Program averages have been created for benchmark purposes along with the College averages. In Appendix 12, Table 2, you will find a table that displays the Top Programs with their ratings for KPI as well as the Capstone questions[11] for the current survey year (2002). Again, there were Top 10 Program averages and College averages for benchmark purposes. In Appendix 12, Table 3, you will find a table that clearly compares all of the Top programs to their MCU counterparts for the programs that were considered Top Programs in the current year (2002).

In Appendix 13, Table 1, you will find a table that displays the Bottom Programs with their ratings for KPI as well as the Capstone questions[11] for the 4 survey years combined. Bottom 10 Program averages have been created for benchmark purposes along with the College averages. In Appendix 13, Table 2, you will find a table that displays the Bottom Programs with their ratings for KPI as well as the Capstone questions for the current survey year (2002). Again, there are Bottom 10 Program averages and College averages for benchmark purposes. In Appendix 13, Table 3, you will find a table that clearly compares all of the Top programs to their MCU counterparts for the Programs that were considered Top Programs in the current year (2002).

In Appendix 11 you will find a table displaying all the College's programs with their statistical accuracy ratings for 2002. This is a percentage that tells you when you look at program numbers how accurate they are to within plus or minus a certain percentage in the worst case scenario at the 95% confidence level. The program's KPI Satisfaction rate is also presented in this table.

[11] Q14 – "OVERALL, your program is giving you knowledge and skills that will be useful in your future career."
Q26 - "The OVERALL quality of the learning experiences in this program."
Q44 - "The OVERALL quality of the facilities/resources in the college."
Q45 – "The OVERALL quality of the services in the college."

Program Analysis

Top Programs

The Top Programs for the Sheridan College Student Survey were considered the programs that appeared among the Top Programs over the 4 survey periods combined (1999-2002) as well as the current survey period (2002). Twelve programs qualified to be Top programs. These are listed in the table below:

SHERIDAN COLLEGE TOP PROGRAMS				
Program	KPI (1999-2002)	Responses in KPI (1999-2002)	KPI (2002)	Responses in KPI (2002)
6124 Comp Anim-Digital Char Anim	96%	28	96%	28
1198 Montessori EC Teacher Ed.	96%	180	94%	64
1340 Esthetician	92%	772	89%	212
1571 Human Services Administration DE	87%	84	100%	16
1197 Early Childhood Education DE	86%	116	91%	32
6705 Advanced Television & Film	85%	92	90%	56
4090 Crafts & Design – Ceramics	85%	332	83%	112
6125 Comp Anim – Digital Vis Effects	83%	24	84%	24
1691 Correctional Worker	83%	976	85%	296
1500 Educational Assistant	80%	312	83%	88
5100 Mechanical Engineering Technology	78%	552	82%	44
5821 Chem Eng Techy Env Co-op	78%	96	80%	44

From the twelve programs listed above, the range of KPI ranged from 78% to 96% for the four years combined, and from 80% to 100% for the current survey year (i.e. 2002).

The range of the KPI Satisfaction rates for all the Top Programs, for the 4 years combined, was from 77% to 96%. These KPI Satisfaction rates were 9% to 28% above the College KPI Satisfaction rate. The range of the KPI Satisfaction rates, for all the Top Programs, for the current year (2002) was from 80% to 100%. These KPI Satisfaction rates were 12% to 32% above the College KPI Satisfaction rate (at 68%).

There were 2 Top Programs that also made the Top Programs list with the Graduates, for the combined 4 survey periods. These were Montessori EC Teacher Ed. (1198) and Esthetician (1340).

There were 3 Top Programs that also made the Top Programs list for the Employers. These were Early Childhood Education DE (1197), Correctional Worker (1691) and Educational Assistant (1500).

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Program Analysis

The Architectural Technology Co-op (5200) was one program that made the Top Programs list for the students, and made the Top Programs list for both the Employers and the Graduates.

Human Services Administration DE (1571) had the highest KPI of all the Top Programs this current year (at 100%). However, it was the Computer Animation-Digital Char Anim that had the highest KPI of all the Top Programs for the 4 survey years combined (at 96%).

Four of the Top 10 Programs this year were also Top 10 Programs last year at Sheridan College. These were Human Services Administration DE (1571), Montessori EC Teacher Ed. (1198), Esthetician (1340) and Chemical Engineering Technology Env (5891).

Bottom Programs

The Bottom Programs for the Sheridan College Student Survey were considered the Programs that appeared among the Bottom Programs over the 4 survey periods (1999-2002) combined as well as the current survey period (2002). Ten programs qualified to be Bottom programs. These are listed in the table below:

SHERIDAN COLLEGE BOTTOM PROGRAMS				
Program	KPI (1999-2002)	Responses in KPI (1999-2002)	KPI (2002)	Responses in KPI (2002)
2011 International Business Co-op	60%	260	50%	100
6010 Animation – Classical	59%	1,832	58%	628
2830 Business Admin – Marketing	58%	1,472	55%	344
6131 Bachelor of Design Hon Deg	57%	28	57%	28
5112 Electromechanical Eng Technology Co-op	56%	264	54%	160
5500 Mechanical Eng Techy Des Dr	56%	376	55%	60
2150 Business – General	53%	500	45%	124
1152 Social Service Worker – Gerontology DE	51%	200	38%	56
2019 Corporate Communications Co-op	47%	204	49%	64
2016 Marketing Management Co-op	46%	188	47%	144

From the ten programs listed above, the KPI Satisfaction rates ranged from 46% to 60% for the four years combined, and from 38% to 58% for the current survey year (i.e. 2002).

Program Analysis

The range of the KPI Satisfaction rates for all the Bottom Programs, for the 4 years combined, was from 20% to 60%. These KPI Satisfaction rates were 8% to 48% below the College KPI Satisfaction rate (of 68%). The range of the KPI Satisfaction rates, for all the Bottom Programs, for the current year (2002) was from 38% to 61%. These KPI Satisfaction rates were 7% to 30% below the College KPI Satisfaction rate (of 68%).

There were 2 Bottom Programs for students that also made the Bottom Programs list with the Employers. These were Animation-Classical (6010) and Law & Security Administration - Loss (13M0).

There were 2 Bottom Programs for students that also made the Graduate Bottom Programs. These were Electronics Engineering Technology (5120) and Court and Tribunal Agent (1004).

Three of the Bottom 10 Programs for students this year were also Bottom 10 Programs last year at Sheridan College. These were Corporate Communications Co-op (2019), Marketing Management Co-op (2016) and Business – General (2150).

College Trends

In general, there have been decreases in satisfaction in all the sections of the survey since last year. For the most part, it has been made up by increases in the proportion of students who feel 'Neither satisfied nor dissatisfied'. The increases in satisfaction are mostly in areas that relate to computers, such as 'Develops your computer skills' and 'Open Access to Computer Labs/Resources' as well as those that relate to services for students with special needs or those with disabilities.

KPI and Capstone Questions

Last year, the KPI and the Capstone questions had all seen increases in satisfaction by 5% to 9% from the previous year (i.e. 2000 to 2001). However, this year, the KPI and all the Capstone questions have all had decreases in satisfaction from 3% to 6% from the last year (i.e. 2001 to 2002).

The KPI Satisfaction rate had a 4% decrease in satisfaction from last year, from 72% to 68%. This was despite a 6% increase from the 2000 to the 2001 survey period (from 66% to 72%). Consequently, the students who were Neither satisfied nor dissatisfied' increased 4% in 2002.

Only two of the Capstone questions had a difference of 5% or more since 2001. These were:

- Capstone Question 14 had a 6% decrease in satisfaction since 2001, from 86% to 80%. This was after a 5% increase in satisfaction, from 2000 to 2001. There was also a 5% increase in those who were Neither satisfied nor dissatisfied' and a 1% increase in those who were 'Dissatisfied' since 2001.

- Capstone Question 26 had 5% decrease in satisfaction since 2001, from 77% to 72%. This was after a 5% increase in satisfaction from 2000 to 2001. Increases in this Capstone question were divided between Neither satisfied nor dissatisfied' (3% increase) and 'Dissatisfied' (1% increase).

Consequently, because of the decreases in satisfaction to Capstone Questions 14 and 26, the overall KPI Satisfaction rate has decreased.

The other two Capstone questions had 3% decreases in satisfaction since the last survey period, and the increases were in those who were 'Neither satisfied nor dissatisfied'. There were no increases in dissatisfaction for these two questions.

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College Trends

Learning Experiences

There were decreases in satisfaction in all but one of the 12 questions in the learning experiences section of the survey. The only question to have an increase in satisfaction was 'Develops your computer skills', which increased by 3%. This question had a 2% decrease in those who were 'Dissatisfied' with this learning experience.

There were 5 questions that had a 5% difference or more since last year. These were:

- 'Has teachers who help you to understand your chosen career', which had a 5% decrease in satisfaction, from 66% to 61%. Most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+4%). This was despite a 7% increase in satisfaction from 2000 to 2001.

- 'Develops your ability to solve problems using math techniques', which had a 6% decrease in satisfaction, from 57% to 51%; however, this rate was still 6% above the rate of 1999 (at 45%). Most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied', which increased by 5%. From 2000 to 2001, those who were 'Satisfied' had increased by 4%.

- 'Develops your ability to solve problems', which had a 5% decrease in satisfaction, from 74% to 69%. It is now at the same satisfaction rate it was in 1999. Again, most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+5%). This was despite a 3% increase in satisfaction from 2000 to 2001.

- 'Provides you with experience that will be useful to your future life outside of work', which had a 6% decrease in satisfaction, from 73% to 67%. This was after a 12% increase in satisfaction from 2000 to 2001. Notwithstanding this decrease, at 67% 'Satisfied', it was still 9% higher than it was in 1999 at 58%. The increases were in the category of those who were 'Neither satisfied nor dissatisfied' (+3%) and those who were 'Dissatisfied' (+2%).

- 'OVERALL, your program is giving you knowledge and skills that will be useful in your future career', which had a 6% decrease in satisfaction, from 86% to 80%. The increase was mostly in the category of those who were 'Neither satisfied nor dissatisfied' (+4%). This was despite a 5% increase from 2000 to 2001.

Both 'Provides your with skills and abilities specific to your chosen career' and 'Includes topics relevant to your future success' had 4% decreases in satisfaction. Since they are the number 1 and 2 drivers of satisfaction and they had *'Very Strong'* relationships with Capstone Question 14, these decreases this year had an impact on the Capstone question and in turn the overall KPI Satisfaction rate.

The other questions in this section had decreases of 3% to 4% in satisfaction except for 'Develops your computer skills' as mentioned previously.

College Trends

Teaching/Courses

There were decreases in satisfaction in all of the 12 questions in the teaching and courses section of the survey.

There were 6 questions that had a 5% difference or more since last year. These were:

- 'Teachers' presentation of the subject material', which had a 6% decrease in satisfaction, from 63% to 57%. Most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+4%), but there was also an increase in those who were 'Dissatisfied' (+2%). From 2000 to 2001, those who were 'Satisfied' had increased by 6%, from 57% to 63%.

- 'Quality of classroom learning', which had a 5% decrease in satisfaction, from 64% to 59%. This was despite a 6% increase in satisfaction from 2000 to 2001, from 58% to 64%. The 2002 satisfaction rate was only 2% higher than it was in 1999. This question also had a 5% increase in the category of those who were 'Neither satisfied nor dissatisfied', from 23% to 28%.

- 'Quality of lab/shop learning', which had a 5% decrease in satisfaction, from 63% to 58%. This was despite an 8% increase in satisfaction from 2000 to 2001, from 55% to 63%; however, the 2002 satisfaction rate for this question was 5% higher than it was in 1999. This question also had a 5% increase in the category of those who were 'Neither satisfied nor dissatisfied', from 24% to 29%.

- 'Quality of other learning experiences', which had a 5% decrease in satisfaction, from 56% to 51%. Most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+4%). From 2000 to 2001, those who were 'Satisfied' had increased by 6%, from 50% to 56%.

- 'Field placement, clinical experiences and co-op work terms', which had a 7% decrease in satisfaction, from 59% to 52%. This was despite a 9% increase in satisfaction from 1999 to 2001, from 50% to 59%. There was also had a 5% increase in the category of those who were 'Neither satisfied nor dissatisfied', from 24% to 29%.

- 'Course materials', which had a 5% decrease in satisfaction, from 53% to 48%. This rate was the same as it was in 1999 and 2000. This was despite a 5% increase in satisfaction from 2000 to 2001. Most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+4%), but there was also an increase in those who were 'Dissatisfied' (+2%).

Four of the Top 6 Drivers of the Capstone Question 26 had decreases in satisfaction of 5% or more since last year. This has obviously had an effect on the Capstone question and the overall KPI Satisfaction rate.

The other questions in this section had decreases of 2% to 4% in satisfaction.

College Trends

Facilities/Resources and Services

There were 1% to 6% decreases in satisfaction in all but three of the 19 questions in the facilities and resources and services section of the survey. The three exceptions were 'Open Access Computer Labs/Resources' (+1%), 'Special skills services' (+1%) and 'Special Needs/Disability Services' (+2%).

There were 5 questions that had a 5% difference or more since last year. These were:

- 'Library/Resource Centre', which had a 5% increase in those who were 'Neither Satisfied nor Dissatisfied', from 29% to 34%. Consequently there was a 2% decrease in those who were 'Satisfied' (from 45% to 43%) and a 3% decrease in those who were 'Dissatisfied'. The decrease in satisfaction was despite a 5% increase from 2000 to 2001, from 40% to 45%.

- 'Open Access Computer Labs/Resources', which had a 5% decrease in those who were 'Dissatisfied.' This question had a 1% increase in satisfaction since last year (to 63%). From 2000 to 2001, this question had a 14% increase in satisfaction. There was also a 3% increase this year in the category of those who were 'Neither satisfied nor dissatisfied'.

- 'Space for individual/group study', which had a 6% decrease in satisfaction, from 51% to 45%. This was despite an 8% increase in satisfaction from 2000 to 2001, from 43% to 51%. Most of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+4%), but there was also a slight increase in those who were 'Dissatisfied' (+2%).

- 'Registration/Records Services', which had a 6% decrease in satisfaction, from 45% to 39%. This was despite a 6% increase in satisfaction from 1999 to 2001, from 39% to 45%. There was also a 3% decrease in the category of those who were 'Neither satisfied nor dissatisfied'. This service also saw a 9% increase in the category of those who were 'Dissatisfied'. This was one of the few questions that increased in those who were 'Dissatisfied' rather than those who were 'Neither satisfied nor dissatisfied'. It should be noted that this change might be due to the change in wording of the question from last year.

- 'Employment/Career Services', which had a 5% decrease in satisfaction, from 53% to 48%. This was despite a 4% increase in satisfaction from 2000 to 2001. All of the increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+4%).

College Trends

Concern and Overall Experience (Section E)

There were decreases in satisfaction for both questions in this section, of 5% or more, since 2001.

'The concern of people at this college for your success' had a 5% decrease in satisfaction since last year, from 56% to 51%. This was despite an 8% increase in satisfaction from 2000 to 2001 (from 48% to 56%). The current satisfaction rate, at 51% was 1% lower than it was in 1999. Most of the increase was in the category of those were Neither satisfied nor dissatisfied' (+3%).

'Your overall college experience' also had a 5% decrease in satisfaction since last year, from 73% to 68%. This was despite an 8% increase in satisfaction from 2000 to 2001 (from 65% to 73%). Most of the increase was increase was in the category of those who were 'Neither satisfied nor dissatisfied' (+3%).

Demographic Questions

The Demographic section (Section F) of the survey included questions pertaining to the students' gender, age, first language, educational background, goal in enrolling in the Program, and full-time/part-time student status. The make-up of the College's student population has remained quite stable over the four survey periods, with most demographic questions having results that are within 2% between 1999 and 2002. A few questions had a 3% to 4% change since 2001 including:

- 3% fewer students whose main goal in enrolling in the program was 'To prepare for employment/career' (from 73% to 70%).
- 3% more students whose main goal in enrolling in the program was 'To prepare for further college or university study' (from 21% to 24%).
- 4% more students are of the age of 'Less than 21', from 42% to 46%.

Analysis by Division

General

Appendix 20 provides easy to read tables of the analysis done at the Divisional level. There are 7 tables that provide the results of the KPI and Capstone questions, demographics and the satisfaction ratings of each section of the survey by each Division. The ratings that are the highest and the lowest in each of the questions, have been highlighted for easy comparisons.

No written analysis was done at this time by division.

Strengths & Areas for Improvement

Appendices 15 through 19 display the charts of the strengths and areas for improvement for the four sections of the survey by division.

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APPENDIX 1 – Learning Experiences (2002)

The tables below provide the College and Provincial satisfaction and dissatisfaction scores in a manner that makes comparison convenient and easy. The tables are broken down into sections of the survey, and the questions are ranked high-to-low by College satisfaction.

Table 1 – Satisfaction "Please think about how the learning experiences in THIS PROGRAM relate to YOUR future, and then rate the importance of, and YOUR satisfaction with the following:"

Section B Learning Experiences "This Program..."	College Satisfaction	Province Satisfaction	Difference	College Not Applicable	Province Not Applicable
3. Provides you with skills/abilities specific to your chosen career	82%	86%	-4%	1%	1%
4. Includes topics relevant to your future	80%	84%	-4%	1%	0%
C14. OVERALL, gives knowledge & skills useful to future career	80%	86%	-6%	–	–
9. Develops your ability to work with others	78%	82%	-4%	2%	1%
11. Develops your computer skills	72%	66%	+6%	9%	10%
10. Develops your ability to solve problems	69%	75%	-6%	3%	2%
13. Provides experience for future life outside work	67%	73%	-6%	3%	3%
12. Provides opportunities to further education after graduation	63%	69%	-6%	4%	4%
5. Has teachers who help you to understand your chosen career	61%	71%	-10%	2%	2%
7. Develops your speaking skills	58%	60%	-2%	7%	7%
8. Develops your ability to solve problems using math techniques	51%	61%	-10%	27%	25%
6. Develops your writing skills	43%	55%	-12%	10%	7%

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APPENDIX 1 – Learning Experiences (2002)

Table 2 – Dissatisfaction "Please think about how the learning experiences in THIS PROGRAM relate to YOUR future, and then rate the importance of, and YOUR satisfaction with the following:" This question is ranked in high-to-low order by College dissatisfaction.

Section B Learning Experiences "This Program..."	College Dis-satisfaction	Province Dis-satisfaction	Difference	College Not Applicable	Province Not Applicable
6. Develops your writing skills	18%	12%	+6%	10%	7%
5. Has teachers who help you to understand your chosen career	14%	10%	+4%	2%	2%
8. Develops your ability to solve problems using math techniques	14%	12%	+2%	27%	25%
7. Develops your speaking skills	11%	10%	+1%	7%	7%
11. Develops your computer skills	11%	12%	-1%	9%	10%
12. Provides opportunities to further education after graduation	10%	9%	+1%	4%	4%
13. Provides experience for future life outside work	9%	7%	+2%	3%	3%
3. Provides you with skills/abilities specific to your chosen career	5%	4%	+1%	1%	1%
4. Includes topics relevant to your future	5%	4%	+1%	1%	0%
9. Develops your ability to work with others	5%	4%	+1%	2%	1%
10. Develops your ability to solve problems	5%	5%	0%	3%	2%
C14. OVERALL, gives knowledge & skills useful to future career	5%	4%	+1%	–	–

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APPENDIX 2 – Teaching/Courses (2002)

Table 1 – Satisfaction "Please think IN GENERAL about ALL your courses and ALL your teachers in this Program, and then rate the importance of, and your satisfaction with the following:" The questions are ranked in high-to-low order by College satisfaction.

Section C Teaching/Courses	College Satisfaction	Province Satisfaction	Difference	College Not Applicable	Province Not Applicable
16. Teachers are up-to-date/current in their fields	78%	83%	-5%	0%	0%
15. Teachers' knowledge of their subjects	77%	84%	-7%	0%	0%
C26. OVERALL quality of learning experiences	72%	79%	-7%	–	–
20. Quality of classroom learning	59%	66%	-7%	0%	0%
21. Quality of lab/shop learning	58%	65%	-7%	22%	19%
25. Lab/shop facilities/equipment	58%	62%	-4%	21%	19%
17. Teachers' presentation of the subject material	57%	66%	-9%	0%	0%
18. Helpfulness of teachers outside of class	52%	63%	-11%	2%	2%
23. Field placement, clinical experiences and co-op work terms	52%	60%	-8%	38%	36%
22. Quality of other learning experiences	51%	58%	-7%	19%	19%
24. Course materials (e.g. books, software, handouts)	48%	58%	-10%	3%	1%
19. Feedback about your progress	43%	53%	-10%	1%	1%

APPENDIX 2 – Teaching/Courses (2002)

Table 2 – Dissatisfaction "Please think IN GENERAL about ALL your courses and ALL your teachers in this Program, and then rate the importance of, and your satisfaction with the following:" The questions are ranked in high-to-low order by College dissatisfaction.

Section C Teaching/Courses	College Dis-Satisfaction	Province Dis-Satisfaction	Difference	College Not Applicable	Province Not Applicable
19. Feedback about your progress	25%	18%	+7%	1%	1%
24. Course materials (e.g. books, software, handouts)	22%	17%	+5%	3%	1%
23. Field placement, clinical experiences and co-op work terms	19%	17%	+2%	38%	36%
18. Helpfulness of teachers outside of class	17%	12%	+5%	2%	2%
25. Lab/shop facilities/equipment	17%	17%	0%	21%	19%
17. Teachers' presentation of the subject material	15%	11%	+4%	0%	0%
20. Quality of classroom learning	13%	11%	+2%	0%	0%
21. Quality of lab/shop learning	13%	13%	0%	22%	19%
22. Quality of other learning experiences	10%	9%	+1%	19%	19%
15. Teachers' knowledge of their subjects	8%	5%	+3%	0%	0%
C26. OVERALL quality of learning experiences	7%	6%	+1%	–	–
16. Teachers are up-to-date/current in their fields	6%	5%	+1%	0%	0%

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APPENDIX 3 – Facilities/Resources & Services (2002)

Table 1 – Satisfaction "If you use the following facilities/resources and services, rate YOUR satisfaction with them." The questions are ranked in high-to-low order by College satisfaction.

Section D Facilities/Resources and Services	College Satisfaction	Province Satisfaction	Difference	College Didn't Use/ Not Available	Province Didn't Use/ Not Available
37. Health Services	66%	68%	-2%	64%	66%
28. Open Access Computer Labs/ Resources	63%	66%	-3%	15%	11%
33. Special Needs/Disability Serv.	60%	64%	-4%	90%	91%
C44. OVERALL quality of facilities/ resources in the College	61%	67%	-6%	–	–
43. Comfort/Cleanliness/ Accessibility of facilities	59%	64%	-5%	–	–
C45. OVERALL quality of services	59%	66%	-7%	–	–
39. Safety & Security Services	54%	59%	-5%	61%	63%
41. Co-op/Field Placement Services	54%	63%	-9%	62%	61%
32. Counselling/ Native Counselling /Advising Services	52%	59%	-7%	82%	79%
38. Cafeteria/ Food Services	52%	52%	0%	9%	10%
29. Peer Tutoring Services	50%	59%	-9%	83%	81%
35. Recreation/ Athletics	50%	62%	-12%	56%	58%
30. Special Skills Services	48%	56%	-8%	85%	82%
40. Financial Aid Services	48%	58%	-10%	58%	56%
42. Employment/Placement/Career Services[12]	48%	55%	-7%	68%	70%
34. Bookstore	46%	51%	-5%	3%	4%
31. Space for individual/group study	45%	54%	-9%	25%	26%
27. Library/ Resource Centre	43%	62%	-19%	22%	13%
36. Registration/Records Services (e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors.)[13]	39%	54%	-15%	14%	13%

NOTE: The questions in Section D (above) have been split into Facilities/Resources in Appendix 3, Tables 2 and 3, and Services in Tables 4 and 5.

[12] 'Placement' was added in 2002
[13] The addition in brackets was new in 2002.

APPENDIX 3– Facilities/Resources & Services (2002)

Table 2 – Satisfaction "If you use the following facilities/resources, rate YOUR satisfaction with them." The questions are ranked in high-to-low order by College satisfaction.

Section D Facilities/Resources	College Satisfaction	Province Satisfaction	Difference	College Didn't Use/ Not Available	Province Didn't Use/ Not Available
28. Open Access Computer Labs/ Resources	63%	66%	-3%	15%	11%
C44. OVERALL quality of facilities/ resources in the College	61%	67%	-6%	–	–
43. Comfort/Cleanliness/ Accessibility of facilities	59%	64%	-5%	–	–
35. Recreation/ Athletics	50%	62%	-12%	56%	58%
34. Bookstore	46%	51%	-5%	3%	4%
31. Space for individual/group study	45%	54%	-9%	25%	26%
27. Library/ Resource Centre	43%	62%	-19%	22%	13%

Table 3 – Dissatisfaction "If you use the following facilities/resources, rate YOUR satisfaction with them." The questions are ranked in high-to-low order by College dissatisfaction.

Section D Facilities/Resources	College Dis-Satisfaction	Province Dis-satisfaction	Difference	College Didn't Use/ Not Available	Province Didn't Use/ Not Available
34. Bookstore	28%	25%	+3%	3%	4%
31. Space for individual/group study	24%	19%	+5%	25%	26%
27. Library/ Resource Centre	23%	12%	+11%	22%	13%
35. Recreation/ Athletics	22%	15%	+7%	56%	58%
28. Open Access Computer Labs/ Resources	16%	15%	+1%	15%	11%
43. Comfort/Cleanliness/ Accessibility of facilities	15%	13%	+2%	–	–
44. OVERALL quality of facilities/ resources in the College	11%	9%	+2%	–	–

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APPENDIX 3– Facilities/Resources & Services (2002)

Table 4 – Satisfaction "If you use the following services, rate YOUR satisfaction with them." The questions are ranked in high-to-low order by College satisfaction.

Section D Services	College Satisfaction	Province Satisfaction	Difference	College Didn't Use/ Not Available	Province Didn't Use/ Not Available
37. Health Services	66%	68%	-2%	64%	66%
33. Special Needs/Disability Serv.	60%	64%	-4%	90%	91%
C45. OVERALL quality of services	59%	66%	-7%	–	–
39. Safety & Security Services	54%	59%	-5%	61%	63%
41. Co-op/Field Placement Services	54%	63%	-9%	62%	61%
32. Counselling/ Native Counselling /Advising Services	52%	59%	-7%	82%	79%
38. Cafeteria/ Food Services	52%	52%	0%	9%	10%
29. Peer Tutoring Services	50%	59%	-9%	83%	81%
30. Special Skills Services	48%	56%	-8%	85%	82%
40. Financial Aid Services	48%	58%	-10%	58%	56%
42. Employment/Placement/Career Services[14]	48%	55%	-7%	68%	70%
36. Registration/Records Services (e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors.)[15]	39%	54%	-15%	14%	13%

Table 5 – Dissatisfaction "If you use the following services, rate YOUR satisfaction with them." The questions are ranked in high-to-low order by College dissatisfaction.

Section D Services	College Dis-Satisfaction	Province Dis-satisfaction	Difference	College Didn't Use/ Not Available	Province Didn't Use/ Not Available
36. Registration/Records Services(e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors.)	31%	20%	+11%	14%	13%
40. Financial Aid Services	27%	21%	+6%	58%	56%
38. Cafeteria/ Food Services	20%	24%	-4%	9%	10%
41. Co-op/Field Placement Services	20%	16%	+4%	62%	61%
39. Safety & Security Services	15%	12%	+3%	61%	63%
32. Counselling/ Native Counselling /Advising Services	14%	12%	+2%	82%	79%
42. Employment/Placement/Career Services[14]	14%	14%	0%	68%	70%
30. Special Skills Services	13%	10%	+3%	85%	82%
29. Peer Tutoring Services	12%	12%	0%	83%	81%
33. Special Needs/Disability Serv.	11%	9%	+2%	90%	91%
C45. OVERALL quality of services	10%	9%	+1%	–	–
37. Health Services	7%	8%	-1%	64%	66%

[14] 'Placement' was added in 2002.
[15] The addition in brackets was new in 2002.

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APPENDIX 4 – Staff Concern/College Experience (2002)

Table 1 – Satisfaction and Dissatisfaction

"Please rate your satisfaction with:"

The questions are ranked in high-to-low order by College satisfaction.

Section E	College Satisfaction	Province Satisfaction	Diff.	College Dis-satisfaction	Province Dis-satisfaction	Diff.
47. Your overall College experience	68%	72%	-4%	9%	8%	+1%
46. The concern of people at this College for your success	51%	60%	-9%	15%	13%	+2%

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Appendix 5 - Correlations

CORRELATIONS - General

Correlational analysis has been conducted to determine which factors are most highly related to the Capstone questions and overall satisfaction. Factors analyzed include other related questions and demographics. It should be noted that correlations do not prove that one factor causes another factor, but rather establishes that the two factors are related. An experiment would be required to determine a causal relationship. In a fictitious example where factor A is highly related to factor B, it is not statistically known whether A causes B, or B causes A, or whether C, a separate factor, causes both A and B. Hence, a certain amount of judgement must be employed in interpreting correlational results.

Correlations in this report were determined by hypothesizing that there is no relationship between the two factors under study and employing the chi-square test at the 95% confidence level to find evidence against the hypothesis. At the college level numerous correlations were found to exist. The challenge then was to determine which correlations were most noteworthy and of some practical use. The stronger the correlation the more important it may be in influencing KPI and Capstone results. Therefore the Pearson's R statistic has been displayed in the tables as a measure of the strength of the correlation and the ranking is based on this statistic. Correlations with Pearson's R values of 0.4 or more were considered *'Very Strong'*, values between 0.3 and 0.4 were considered *'Strong'* and values less than 0.3 were termed *'Moderate/Weak'*.

Some key percentages are displayed in this report and in the correlation tables (Appendix 5, Tables 1 through 4) to demonstrate the relationship in a simple and less technical manner (e.g. the difference between the percentage of students who were satisfied in question X if they were satisfied in question Y, versus the percentage who were satisfied in question X if they were not satisfied in question Y). The difference between these two percentages is another way to appreciate the strength of the correlation. The ranking of factors by either the percentage difference or the Pearson's R value usually lead to the same conclusions.

The 2001/2002 Student Satisfaction data was used in this analysis with only KPI eligible students, as correlations to the Capstone questions were the focus.

APPENDIX 5 - Correlation Capstone Question 14* (2002)

*Note: this question was Capstone Question 13 in the 2000 survey

Table 1 Capstone Question 14 – "OVERALL, your program is giving you knowledge and skills that will be useful in your future career."

Section B Learning Experiences "This program..."	Ranking	Pearson's R	Chi-Square	% Satisfied in Q14 if Satisfied in Q3 to Q13	% Satisfied in Q14 if 'Not Satisfied' in Q3 to Q13	Difference in Satisfaction
3. Provides you with skills/abilities specific to your chosen career	1	.608	2694	91%	15%	76%
4. Includes topics relevent to your future	2	.530	2001	90%	26%	64%
13. Provides you with experience that will be useful to your future life outside of work	3	.474	1562	92%	38%	54%
5. Has teachers who help you to understand your chosen career	4	.395	998	92%	48%	44%
12. Provides opportunities to further education after graduation	5	.369	918	90%	47%	43%
10. Develops your ability to solve problems	6	.362	856	89%	43%	46%
11. Develops your computer skills	7	.255	371	86%	57%	29%
8. Develops your ability to solve problems using math techniques	8	.238	289	88%	61%	27%
9. Develops your ability to work with others	9	.237	377	85%	53%	32%
7. Develops your speaking skills	10	.220	313	87%	61%	26%
6. Develops your writing skills	11	.213	291	88%	64%	24%

NOTE: Correlations with Pearson's R values of 0.4 or more are considered *'Very Strong'*; values between 0.3 and 0.4 are considered *'Strong'* and values of less than 0.3 are termed *'Moderate/Weak'*. (Pearson's R is a statistical measure of the strength of association between two variables.) Ranking of questions is based on the Pearson's R value.

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APPENDIX 5 - Correlation Capstone Question 26 (2002)

Table 2 Question 26 "The OVERALL quality of the learning experiences in this program."

Section C Teaching/Courses	Ranking	Pearson's R	Chi-Square	% Satisfied in Q26 if Satisfied in Q15 to Q25	% Satisfied in Q26 if 'Not Satisfied' in Q15 to Q25	Difference in Satisfaction
20. Quality of classroom learning	1	.541	2146	90%	29%	61%
17. Teachers' presentation of the subject material	2	.507	1752	89%	32%	57%
15. Teachers' knowledge of their subjects	3	.453	1398	83%	28%	55%
21. Quality of lab/shop learning	4	.443	1107	87%	36%	51%
16. Teachers are up-to-date/current in their fields	5	.435	1312	82%	29%	53%
22. Quality of other learning experiences	6	.404	1005	86%	33%	53%
24. Course materials (e.g. books, software, handouts)	7	.372	934	88%	47%	41%
18. Helpfulness of teachers outside of class	8	.349	828	85%	44%	41%
19. Feedback about your progress	9	.347	785	88%	50%	38%
23. Field placement, clinical experiences and co-op work terms	10	.337	524	86%	48%	38%
25. Lab/shop facilities/equipment	11	.336	640	84%	47%	37%

NOTE: Correlations with Pearson's R values of 0.4 or more are considered *'Very Strong'*, values between 0.3 and 0.4 are considered *'Strong'* and values of less than 0.3 are termed *'Moderate/Weak'*. (Pearson's R is a statistical measure of the strength of association between two variables.) Ranking of questions is based on the Pearson's R value.

APPENDIX 5 - Correlation Capstone Question 44 (2002)

Table 3 Question 44 "The OVERALL quality of the facilities/resources in the college."

Section D Facilities/Resources and Services	Ranking	Pearson's R	Chi-Square	% Satisfied in Q44 if Satisfied in Q27 to Q43	% Satisfied in Q44 if 'Not Satisfied' in Q27 to Q43	Difference in Satisfaction
43. Comfort/Cleanliness/ Accessibility of facilities	1	.591	2637	84%	18%	66%
38. Cafeteria/ Food Services	2	.355	793	76%	36%	40%
39. Safety & Security Services	3	.345	512	77%	32%	45%
31. Space for individual/group study	4	.339	662	79%	41%	38%
27. Library/ Resource Centre	5	.326	644	77%	40%	37%
35. Recreation/ Athletics	6	.316	450	78%	39%	39%
42. [16]Employment/ Placement/Career Services	7	.311	391	79%	34%	45%
28. Open Access Computer Labs/ Resources	8	.303	547	71%	37%	34%
34. Bookstore	9	.302	627	77%	45%	32%
36. Registration/Records Services (e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors.)[17]	10	.282	509	77%	46%	31%
32. Counselling/ Native Counselling /Advising Services	11	.281	279	80%	34%	46%
41. Co-op/Field Placement Services	12	.280	304	76%	40%	36%
40. Financial Aid Services	13	.273	336	76%	43%	33%
30. Special Skills Services	14	.268	248	80%	36%	44%
37. Health Services	15	.255	272	71%	28%	43%
33. Special Needs/Disability Services.	16	.243	214	76%	36%	40%
29. Peer Tutoring Services	17	.218	202	76%	43%	33%

NOTE: Correlations with Pearson's R values of 0.4 or more are considered *'Very Strong'*, values between 0.3 and 0.4 are considered *'Strong'* and values of less than 0.3 are termed *'Moderate/Weak'*. (Pearson's R is a statistical measure of the strength of association between two variables.) Ranking of questions is based on the Pearson's R value.

[16] 'Placement' was added in 2002
[17] The addition in brackets was new in 2002.

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APPENDIX 5 - Correlation Capstone Question 45 (2002)

Table 4 Question 45 "The OVERALL quality of the services in the college."

Section D Facilities/Resources and Services	Ranking	Pearson's R	Chi-Square	% Satisfied in Q45 if Satisfied in Q27 to Q43	% Satisfied in Q45 if 'Not Satisfied' in Q27 to Q43	Difference in Satisfaction
43. Comfort/Cleanliness/ Accessibility of facilities	1	.497	1891	79%	24%	55%
39. Safety & Security Services	2	.362	572	78%	29%	49%
38. Cafeteria/ Food Services	3	.358	815	75%	34%	41%
42. [18]Employment/ Placement/Career Services	4	.338	470	80%	34%	46%
36. Registration/Records Services (e.g., timely issuing of grades, transcripts, diplomas; accuracy of the student record; promptness in correcting errors.)[19]	5	.327	726	78%	42%	36%
40. Financial Aid Services	6	.322	465	77%	38%	39%
31. Space for individual/group study	7	.320	598	78%	41%	37%
41. Co-op/Field Placement Services	8	.313	387	76%	36%	40%
34. Bookstore	9	.310	650	76%	41%	35%
27. Library/ Resource Centre	10	.301	541	75%	41%	34%
32. Counselling/ Native Counselling /Advising Services	11	.300	314	80%	28%	52%
28. Open Access Computer Labs/ Resources	12	.295	506	69%	37%	32%
35. Recreation/ Athletics	13	.289	366	75%	42%	33%
30. Special Skills Services	14	.287	300	82%	37%	45%
33. Special Needs/Disability Services	15	.261	248	78%	34%	44%
37. Health Services	15	.261	287	72%	30%	42%
29. Peer Tutoring Services	17	.245	234	78%	40%	38%

NOTE: Correlations with Pearson's R values of 0.4 or more are considered *'Very Strong'*, values between 0.3 and 0.4 are considered *'Strong'* and values of less than 0.3 are termed *'Moderate/Weak'*. (Pearson's R is a statistical measure of the strength of association between two variables.) Ranking of questions is based on the Pearson's R value.

[18] 'Placement' was added in 2002
[19] The addition in brackets was new in 2002

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APPENDIX 6 to 10 – Notes

It is important to note when examining changes in ratings from one year to the next the changes in structure of the survey as they will most likely have an effect on ratings for that question. Below is a list of changes from one survey period to the next.

Significant Differences Between 1998/1999 and 1999/2000 survey

- Importance in the 1998/1999 survey had the following categories: "Very Unimportant; Unimportant; Neutral; Important; and Very Important." These categories have been transformed to allow for the best possible comparison to the 1999/2000 results as follows: "Very Unimportant" + Unimportant" = "Not Important", "Neutral" = blank or no response, and "Important" + "Very Important" = "Important".
- Satisfaction in the 1998/1999 survey had the category of "Neutral" rather than "Neither Satisfied nor Dissatisfied."
- Usage in the 1998/1999 survey had the category of "Did Not Use/Not Applicable" rather than "Did Not Use/Not Available."
- Question 12 was worded as follows in the 1998/1999 survey: "Prepares me for any further education I plan to take after I complete this program."
- Question 13 was worded as follows in the 1998/1999 survey: "OVERALL, this program provides me with learning experiences that will be useful in my future employment."
- Question 14 was worded as follows in the 1998/1999 survey: "OVERALL, this program provides me with learning experiences that will be useful in my life outside of work."
- Question 19 was worded as follows in the 1998/1999 survey: "Regular feedback about my progress."
- Question 20 was worded as follows in the 1998/1999 survey: "Quality of classroom learning activities."
- Question 21 was worded as follows in the 1998/1999 survey: "Quality of lab/shop learning activities."
- Question 42 was worded as follows in the 1998/1999 survey: "Employment/Placement Services."
- Question 47 was not included in the 1998/1999 survey.

Significant Differences Between 1999/2000 and 2000/2001 survey

- In the 1999/2000 Survey, question 13 read: "OVERALL, your program is giving you knowledge and skills that will be useful in your future career."
- In the 1999/2000 Survey, question 14 read: "OVERALL, your program is giving you knowledge and skills that will be useful outside of work."

Significant Differences Between 2000/2001 and 2001/2002 survey

- Question 36 was worded as follows in the 2000/2001 survey: "Registration/Records Services." The question did not provide examples of these services.
- Question 41 was worded as follows in the 2000/2001 survey: "Co-op Field Placement Services."
- Question 42 was worded as follows in the 2000/2001 survey: "Employment/Career Services."

APPENDIX 6 – Trends: KPI & Capstone

KPI and Capstone Questions				
Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
KPI Satisfaction rate	1999	67%	25%	9%
	2000	66%	24%	11%
	2001	72%	20%	8%
	2002	**68%**	**24%**	**8%**
	DIFFERENCE (2001-2002)	**-4%**	**+4%**	**0%**
Capstone 14: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	1999	78%	17%	6%
	2000	81%	13%	6%
	2001	86%	10%	4%
	2002	**80%**	**15%**	**5%**
	DIFFERENCE (2001-2002)	**-6%**	**+5%**	**+1%**
Capstone 26: The OVERALL quality of the learning experiences in this program.	1999	72%	21%	7%
	2000	72%	20%	8%
	2001	77%	18%	6%
	2002	**72%**	**21%**	**7%**
	DIFFERENCE (2001-2002)	**-5%**	**+3%**	**+1%**
Capstone 44: The OVERALL quality of the facilities/resources in the college.	1999	59%	29%	11%
	2000	55%	29%	16%
	2001	64%	25%	11%
	2002	**61%**	**29%**	**11%**
	DIFFERENCE (2001-2002)	**-3%**	**+4%**	**0%**
Capstone 45: The OVERALL quality of the services in the college.	1999	57%	33%	10%
	2000	55%	32%	13%
	2001	62%	28%	10%
	2002	**59%**	**31%**	**10%**
	DIFFERENCE (2001-2002)	**-3%**	**+3%**	**0%**

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APPENDIX 7 – Trends: Learning Experiences

Learning Experiences				
Questions & Year of Survey		**SATISFIED**	**NEITHER SATISFIED NOR DISSATISFIED**	**DISSATISFIED**
Q3 Provides you with skills and abilities specific to your chosen career.	1999	77%	18%	6%
	2000	82%	12%	6%
	2001	86%	10%	4%
	2002	**82%**	**13%**	**5%**
	DIFFERENCE (2001-2002)	**-4%**	**+3%**	**+1%**
Q4 Includes topics relevant to your future success.	1999	76%	19%	5%
	2000	80%	15%	6%
	2001	84%	11%	4%
	2002	**80%**	**15%**	**5%**
	DIFFERENCE (2001-2002)	**-4%**	**+4%**	**+1%**
Q5 Has teachers who help you to understand your chosen career.	1999	56%	30%	14%
	2000	59%	26%	15%
	2001	66%	22%	12%
	2002	**61%**	**26%**	**14%**
	DIFFERENCE (2001-2002)	**-5%**	**+4%**	**+2%**
Q6 Develops your writing skills.	1999	40%	45%	15%
	2000	45%	39%	17%
	2001	46%	38%	16%
	2002	**43%**	**38%**	**18%**
	DIFFERENCE (2001-2002)	**-3%**	**0%**	**+2%**
Q7 Develops your speaking skills.	1999	54%	36%	9%
	2000	58%	32%	10%
	2001	61%	29%	10%
	2002	**58%**	**31%**	**11%**
	DIFFERENCE (2001-2002)	**-3%**	**+2%**	**+1%**
Q8 Develops your ability to solve problems using math techniques.	1999	45%	41%	14%
	2000	53%	32%	15%
	2001	57%	30%	13%
	2002	**51%**	**35%**	**14%**
	DIFFERENCE (2001-2002)	**-6%**	**+5%**	**+1%**

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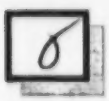

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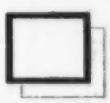

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